

Enhance Your Resources for Transition and Career Planning

Heather Griller Clark, Melissa Rivers, Sarup R. Mathur
Arizona State University

Paul Johnson & Leann Gilbreath
Arizona Department of Education

Presentation Overview

- Overview of the Curriculum
 - Who is this curriculum intended for?
 - Why should you use it?
 - Indicators 13 & 14
- The Curriculum & Related Resources
 - Training videos & web-based materials
- Evaluations & Outcome Data

2

Indicator 13

- Percent of youth with IEPs aged 16 and above with an IEP
 - Includes appropriate measurable postsecondary goals
 - annually updated
 - based upon an age appropriate **transition assessment**
 - transition services
 - **Includes courses of study**
 - Will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.₃

Indicator 14: Post School Outcomes

- Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - Enrolled in higher education within one year of leaving high school.
 - Enrolled in higher education or competitively employed within one year of leaving high school.
 - Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

4

Overview of Curriculum

- Who is this curriculum intended for?
 - Students who are transitioning
 - Alternative & general populations
 - Students with special needs
- Why should you use it?
 - Research based
 - Student driven
 - Focus on cognitive restructuring
 - Fosters resiliency
 - Flexible implementation

5

Resources

<http://merging2worlds.education.asu.edu/>

- | | |
|--|--|
| <ul style="list-style-type: none"> ■ Student lessons <ul style="list-style-type: none"> ■ Video lessons ■ PowerPoints ■ Evaluation tools <ul style="list-style-type: none"> ■ Course evaluations (pre/post) <ul style="list-style-type: none"> ■ Teacher ■ Student ■ Concept maps | <ul style="list-style-type: none"> ■ Teacher training videos <ul style="list-style-type: none"> ■ Implementing curriculum ■ Conducting evaluations |
|--|--|

6

Overview of Curriculum

- Key Concepts in the Curriculum
 - Self-awareness
 - Decision making
 - "Stop & Think"
 - "Decide with Pride"
 - Resiliency – the ability to persist despite obstacles
 - Critical to transition and successful reintegration into the community

7

Chapter 1 - Who Am I?

- Students identify their strengths and needs
- Lesson topics include:
 - values
 - beliefs
 - self confidence
 - learning styles and interests
 - personal skills
 - decision making

8

Chapter 2 - Where Am I Going?

- Students use self-awareness and perspective to make decisions and set goals
- Lesson topics include:
 - Values
 - Goals
 - Choices and consequences
 - Communication
 - Other points of view
 - Responsibility
 - Critical reasoning

9

Chapter 3 – How Do I Get There?

- Students focus on setting education and career goals
 - (Indicator 13)
- Lesson topics include:
 - Motivation
 - Self-confidence
 - Work ethic
 - Life management
 - Health/wellness
 - Relationships
 - Communication
 - Handling conflict and emotion
 - Persistence

10

Chapter 4 – How Do I Keep It Together?

- This chapter focuses on resiliency or "keeping it together"
 - (Indicator 13)
- Lesson topics include:
 - Housing
 - Money management
 - Transportation
 - Medical treatment
 - Communication skills
 - Leisure time choices

11

Evaluations

- Student Course Evaluations
- Teacher Course Evaluations
- Concept Maps
- Academic Scores
- Post-school Outcomes

12



Future Directions

- AzCIS
- Discussion
 - How can Merging Two Worlds be used in your schools?
- Questions

13



Contact Information

- Heather Griller Clark
 - hgriller@asu.edu
- Melissa Rivers
 - mbriver@asu.edu
- Paul Johnson
 - Paul.Johnson@azed.gov
- Leann Gilbreath
 - Leann.Gilbreath@azed.gov

14
